



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

129 N Arizola Rd, Casa Grande, AZ 85222

Casa Grande Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Mario Tijerina  
Schedule : 07:00 AM to 05:00 PM  
Grades : Pre-K-5  
Web Address : www.cgelem.k12.az.us  
Phone Number : (520) 836-7787  
Fax Number : (520) 836-3289  
E-mail : mario.tijerina@cgelem.k12.az.us

### Mission

Our mission is Success for Every One-The Responsibility is Yours and Mine. We are dedicated to children and strive to provide each student with an enriching educational experience through academic excellence, pride in our diversity and our community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Mesquite Elementary School will maintain a rating of A or B by eighty percent of our parents, as measured by our district parent survey.
- ü Mesquite Elementary School will increase the number of students at or above grade level (50th percentile, Meets or Exceeds) in reading, math and writing to 75% by 2007.

### Enrollment

October 1, 2005 School Year Student Enrollment : 756  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 37

## Instructional Programs

- ü At-risk Preschool
- ü Gifted Instruction
- ü Transitional Bilingual Instruction (K-5)
- ü Title I Reading Instruction
- ü Reading First Grant School

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

## Shared Responsibilities

### School

Mesquite Elementary is responsible for providing our students with a safe environment staffed with qualified employees who teach all students the skills and strategies needed to maximize their learning potential.

### Parents

Mesquite parents are responsible for providing their student(s) with a safe and healthy environment, ensuring students attend school on a regular basis, providing reinforcement of the educational process at home, and maintaining open communications with school staff to ensure their student(s) success.

## Transportation Policy

Bus service is a privilege provided for students living more than one mile from school. To ensure student safety, all bus rules must be followed. Failure to do so may result in suspension, thus requiring parents to transport the student.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Elks Drug Poster	2002
ü District Math Fair Achievements	2002
ü Sunrise Optimist Club Youth	2002
ü Electric Light Parade Holiday Float	2002

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	739	80010	100	100	99	435	438	447	15	11	10	26	24	18	48	53	53	11	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	372	38935	100	100	99	430	437	447	13	10	9	31	24	19	50	57	55	6	9	17
Male	53	367	40974	100	100	98	440	439	448	17	12	11	21	23	18	45	50	52	17	15	19
African American	--	31	4201	--	100	99	--	440	430	--	3	17	--	32	23	--	55	51	--	10	9
Hispanic	60	382	34545	100	100	99	424	431	432	20	14	14	28	24	24	45	55	53	7	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	11	47	3979	100	100	96	414	415	424	9	15	17	55	43	30	36	43	47	NA	NA	6
White	44	274	35142	100	100	99	455	452	465	9	7	5	16	19	11	55	54	56	20	20	28
Students with Disabilities	NC	81	10161	NC	100	93	NC	412	419	NC	33	28	NC	27	28	NC	32	36	NC	7	8
Students without Disabilities	107	658	69849	100	100	100	437	441	451	13	8	7	26	23	17	50	56	56	11	12	19
Limited English Proficient Students	31	100	14013	100	97	97	403	409	413	29	23	24	39	36	34	32	40	39	NA	1	3
Migrant Students	NC	18	603	NC	95	96	NC	443	417	NC	11	22	NC	22	32	NC	44	42	NC	22	4
Economically Disadvantaged	81	490	39029	100	99	98	425	430	432	17	14	14	30	26	25	47	52	52	6	8	9
Non-Economically Disadvantaged	34	249	40981	100	100	100	458	454	462	9	4	6	18	20	13	50	55	54	24	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	741	79438	100	100	98	443	446	451	12	11	9	28	27	24	54	54	56	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	373	38775	100	100	99	441	450	457	15	8	7	26	27	22	56	54	58	3	11	13
Male	53	368	40560	100	100	97	444	442	446	9	13	12	30	27	25	51	54	54	9	6	9
African American	--	31	4178	--	100	98	--	456	439	--	3	13	--	42	29	--	39	52	--	16	6
Hispanic	60	383	34297	100	100	98	431	437	434	18	14	14	32	28	31	43	54	50	7	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	11	47	3940	100	100	95	433	426	429	9	17	14	36	36	36	55	45	47	NA	2	3
White	44	275	34887	100	100	98	461	461	471	5	6	4	20	22	15	68	57	63	7	15	18
Students with Disabilities	NC	81	9588	NC	100	88	NC	411	416	NC	38	30	NC	31	32	NC	27	34	NC	4	5
Students without Disabilities	107	660	69850	100	100	100	446	450	456	10	7	7	26	27	23	57	57	59	7	9	12
Limited English Proficient Students	31	100	13856	100	97	96	405	410	407	32	24	27	39	42	43	29	34	29	NA	NA	1
Migrant Students	NC	18	600	NC	95	96	NC	432	418	NC	17	22	NC	28	38	NC	56	39	NC	NA	2
Economically Disadvantaged	81	490	38685	100	99	97	432	437	435	14	13	14	37	32	32	46	48	50	4	7	5
Non-Economically Disadvantaged	34	251	40753	100	100	99	468	465	467	9	6	5	6	17	16	74	65	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	739	79971	99	100	99	392	415	423	14	7	8	50	49	41	36	42	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	373	38974	100	100	99	401	426	437	13	6	5	42	40	33	45	51	57	NA	2	4
Male	52	366	40895	98	99	98	382	403	410	15	8	10	60	58	47	25	32	41	NA	1	2
African American	--	31	4203	--	100	99	--	426	411	--	6	11	--	32	45	--	58	43	--	3	2
Hispanic	60	382	34481	100	100	99	381	414	410	18	8	10	48	48	46	33	43	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	11	47	3995	100	100	96	380	406	409	18	13	10	55	47	47	27	40	42	NA	NA	1
White	43	274	35150	98	100	99	411	417	437	7	6	5	51	53	35	42	39	56	NA	3	5
Students with Disabilities	NC	79	10258	NC	99	94	NC	368	377	NC	24	23	NC	57	51	NC	19	25	NC	NA	1
Students without Disabilities	107	660	69713	100	100	100	395	420	429	13	5	5	49	48	39	38	45	52	NA	2	3
Limited English Proficient Students	31	100	13985	100	97	97	348	384	382	32	14	18	45	59	54	23	27	27	NA	NA	0
Migrant Students	NC	18	608	NC	95	97	NC	405	389	NC	11	16	NC	39	50	NC	44	33	NC	6	0
Economically Disadvantaged	81	489	38994	100	99	98	384	409	409	17	9	10	52	51	47	31	40	41	NA	1	1
Non-Economically Disadvantaged	33	250	40977	97	100	100	412	427	437	6	5	5	45	44	34	48	46	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	703	80147	100	100	99	469	480	482	14	11	11	25	16	17	44	52	49	16	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	367	39281	100	100	99	481	486	483	13	10	9	11	12	17	56	54	50	20	24	24
Male	50	336	40780	100	100	98	456	473	482	16	13	12	40	21	17	32	49	48	12	18	24
African American	NC	46	4249	NC	100	99	NC	471	464	NC	13	17	NC	24	22	NC	48	48	NC	15	13
Hispanic	60	381	33494	100	100	99	458	475	466	18	12	15	30	18	23	40	52	49	12	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	40	4117	NC	100	96	NC	459	456	NC	25	19	NC	23	27	NC	35	46	NC	18	8
White	34	228	36122	100	100	99	489	493	501	6	7	5	21	11	10	47	54	50	26	29	35
Students with Disabilities	NC	85	10295	NC	100	92	NC	437	443	NC	48	33	NC	13	26	NC	29	33	NC	9	8
Students without Disabilities	96	618	69852	100	100	100	472	485	488	13	6	7	24	17	16	47	55	51	17	22	26
Limited English Proficient Students	23	86	12722	100	100	97	425	446	441	39	26	27	43	23	33	13	47	37	4	5	3
Migrant Students	NC	20	622	NC	100	97	NC	460	454	NC	20	19	NC	25	30	NC	50	43	NC	5	8
Economically Disadvantaged	72	439	38371	100	100	97	464	471	465	15	14	15	24	19	23	51	49	49	10	17	13
Non-Economically Disadvantaged	32	264	41776	100	100	100	480	496	498	13	6	6	28	11	11	28	56	49	31	27	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	702	79686	100	100	98	461	463	470	12	11	11	27	29	24	58	52	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	367	39163	100	100	99	475	472	475	6	6	9	20	28	22	69	57	60	6	9	10
Male	50	335	40438	100	100	97	445	453	465	18	17	13	34	31	25	46	47	54	2	5	7
African American	NC	46	4228	NC	100	98	NC	462	458	NC	7	15	NC	39	28	NC	43	53	NC	11	4
Hispanic	60	381	33299	100	100	98	453	455	452	13	13	17	35	35	32	48	48	47	3	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	40	4087	NC	100	96	NC	446	446	NC	25	16	NC	25	38	NC	48	44	NC	3	2
White	34	227	35914	100	100	98	474	478	489	9	8	5	15	18	15	71	63	67	6	12	14
Students with Disabilities	NC	84	9808	NC	100	87	NC	416	432	NC	49	35	NC	29	32	NC	18	30	NC	5	3
Students without Disabilities	96	618	69878	100	100	100	465	469	475	7	6	8	27	29	23	61	57	61	4	7	9
Limited English Proficient Students	23	86	12594	100	100	96	413	426	422	30	27	34	57	49	45	13	23	21	NA	1	0
Migrant Students	NC	20	611	NC	100	95	NC	438	439	NC	20	22	NC	50	39	NC	25	37	NC	5	2
Economically Disadvantaged	72	439	38095	100	100	97	456	455	452	10	13	17	32	36	32	57	47	48	1	5	3
Non-Economically Disadvantaged	32	263	41591	100	100	99	470	477	486	16	9	6	16	19	16	59	62	65	9	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	703	80372	100	100	99	458	462	475	6	5	4	42	40	30	52	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	367	39452	100	100	99	478	478	488	2	2	3	31	30	22	67	67	72	NA	1	3
Male	50	336	40836	100	100	98	436	445	464	10	7	6	54	51	37	36	41	56	NA	0	1
African American	NC	46	4264	NC	100	99	NC	460	465	NC	2	5	NC	48	35	NC	50	59	NC	NA	1
Hispanic	60	381	33608	100	100	99	450	459	462	8	5	6	45	43	36	47	51	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	40	4128	NC	100	97	NC	441	464	NC	10	4	NC	55	39	NC	35	56	NC	NA	1
White	34	228	36213	100	100	99	475	471	489	NA	4	2	38	32	22	62	64	72	NA	1	3
Students with Disabilities	NC	85	10526	NC	100	94	NC	399	427	NC	25	15	NC	62	53	NC	12	31	NC	1	1
Students without Disabilities	96	618	69846	100	100	100	464	470	482	3	2	3	41	37	26	56	61	69	NA	0	2
Limited English Proficient Students	23	86	12747	100	100	97	403	428	432	22	13	12	70	60	52	9	27	36	NA	NA	0
Migrant Students	NC	20	621	NC	100	97	NC	434	452	NC	20	9	NC	45	40	NC	35	51	NC	NA	0
Economically Disadvantaged	72	439	38521	100	100	98	454	455	461	7	5	6	43	46	38	50	48	55	NA	NA	1
Non-Economically Disadvantaged	32	264	41851	100	100	100	467	475	489	3	3	3	41	30	22	56	65	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	708	79306	100	100	99	495	507	504	17	12	13	23	18	20	47	50	49	14	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	343	38845	100	100	99	503	512	505	10	7	11	20	17	20	52	54	50	18	21	18
Male	51	365	40383	100	100	98	486	502	504	24	16	14	25	18	19	41	46	47	10	20	19
African American	NC	42	4171	NC	100	98	NC	496	485	NC	14	20	NC	17	26	NC	52	44	NC	17	10
Hispanic	58	376	32673	100	100	99	488	501	487	19	12	18	26	20	25	41	50	46	14	18	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	98	97	NC	490	479	NC	20	22	NC	27	29	NC	43	43	NC	11	7
White	30	229	36234	97	100	99	506	520	523	7	9	6	20	13	13	63	51	52	10	28	28
Students with Disabilities	11	92	10286	100	100	91	453	460	462	36	42	41	36	26	27	27	27	27	NA	4	5
Students without Disabilities	90	616	69020	100	100	100	500	513	510	14	7	9	21	17	18	49	53	52	16	23	21
Limited English Proficient Students	17	66	10291	100	100	96	450	464	458	53	32	38	24	33	34	18	30	26	6	5	2
Migrant Students	NC	17	630	NC	100	95	NC	503	478	NC	12	24	NC	18	27	NC	59	43	NC	12	6
Economically Disadvantaged	73	469	37437	100	100	97	483	497	486	23	14	19	26	22	26	40	49	46	11	16	9
Non-Economically Disadvantaged	28	239	41869	100	100	100	525	527	521	NA	6	7	14	11	14	64	53	51	21	30	27

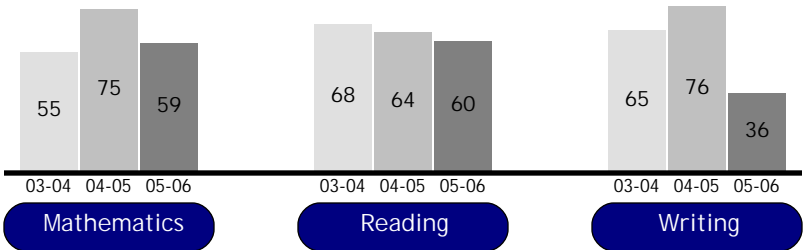
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	706	79000	100	100	98	473	482	489	18	10	10	28	27	24	50	57	58	5	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	342	38774	100	99	99	482	490	494	10	4	7	26	25	22	58	64	61	6	7	10
Male	51	364	40150	100	100	98	464	475	485	25	16	12	29	29	25	41	50	55	4	4	8
African American	NC	42	4153	NC	100	98	NC	482	476	NC	12	13	NC	26	30	NC	57	53	NC	5	4
Hispanic	58	375	32508	100	100	98	469	478	472	21	12	15	26	27	33	48	57	49	5	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	98	96	NC	468	467	NC	13	14	NC	43	37	NC	43	46	NC	2	2
White	30	228	36135	97	100	98	478	492	508	13	8	4	30	23	14	53	60	67	3	9	15
Students with Disabilities	11	90	9991	100	100	88	415	437	449	73	42	33	27	40	36	NA	17	29	NA	1	2
Students without Disabilities	90	616	69009	100	100	100	480	488	495	11	6	6	28	25	22	56	63	62	6	6	10
Limited English Proficient Students	17	66	10199	100	100	95	435	444	439	53	36	35	24	41	47	24	23	18	NA	NA	0
Migrant Students	NC	17	629	NC	100	95	NC	467	457	NC	18	22	NC	24	41	NC	59	37	NC	NA	1
Economically Disadvantaged	73	468	37234	100	100	97	462	473	472	25	13	15	30	31	33	41	53	50	4	3	3
Non-Economically Disadvantaged	28	238	41766	100	100	99	500	501	505	NA	5	5	21	19	16	71	65	65	7	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	708	79611	100	100	99	473	482	496	10	8	7	50	46	37	40	45	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	343	39016	100	100	99	489	503	511	6	3	4	38	35	29	56	61	66	NA	1	1
Male	51	365	40519	100	100	98	457	462	482	14	13	10	63	56	44	24	31	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	464	486	NC	14	9	NC	40	40	NC	45	50	NC	NA	0
Hispanic	58	376	32855	100	100	99	465	478	481	14	10	10	50	49	43	36	41	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	56	3992	NC	98	96	NC	465	478	NC	7	10	NC	64	46	NC	29	44	NC	NA	0
White	30	229	36380	97	100	99	488	496	511	3	5	4	53	38	30	43	57	65	NA	0	1
Students with Disabilities	11	92	10664	100	100	94	394	400	440	45	36	23	55	53	54	NA	10	22	NA	1	1
Students without Disabilities	90	616	68947	100	100	100	482	493	504	6	4	4	50	45	34	44	51	61	NA	0	1
Limited English Proficient Students	17	66	10362	100	100	97	413	435	438	35	24	22	59	64	57	6	12	21	NA	NA	NA
Migrant Students	NC	17	636	NC	100	96	NC	463	467	NC	12	14	NC	59	47	NC	29	38	NC	NA	0
Economically Disadvantaged	73	469	37626	100	100	98	459	469	479	12	11	10	58	53	45	30	36	45	NA	0	0
Non-Economically Disadvantaged	28	239	41985	100	100	100	509	507	511	4	3	4	32	33	30	64	64	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	50	NA	58	98	44	45	47	99	43	44	46
	Language	100	44	34	50	98	43	46	47	99	41	44	48
	Mathematics	100	65	67	64	98	44	49	50	99	35	43	52
3	Reading	100	44	NA	55	100	39	39	44	100	43	43	46
	Language	100	53	44	61	100	42	41	44	100	43	41	46
	Mathematics	100	56	54	61	100	48	47	51	100	44	43	52
4	Reading	98	39	NA	56	96	43	44	48	100	52	48	52
	Language	98	36	38	52	96	44	44	49	100	46	44	52
	Mathematics	98	54	58	61	96	51	53	53	100	50	54	58
5	Reading	96	44	NA	55	100	41	44	50	100	50	50	56
	Language	96	40	36	49	100	46	44	50	100	46	46	54
	Mathematics	96	53	56	63	100	51	48	49	100	44	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Mesquite Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Curriculum/Instruction
- Ü School Improvement
- Ü School/Business/Community Relations
- Ü School Safety Issues
- Ü Dress Code and School Uniform Policy
- Ü Student Discipline

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.70
Other Professional Staff	2.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	2	0	0
4 to 6 years	5	4	0	0
7 to 9 years	3	2	0	0
10 or more years	13	6	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	20
Percent of teachers in the school with Emergency/Provisional Certification	50%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Media Center & Computer Lab
- Ü Common Area for collaborative activities
- Ü Music Room with Practice Rooms
- Ü Multi-Purpose Room with Stage

### Extracurricular Activities

- Ü Student Council
- Ü NASA SEMAA Program
- Ü Band/Honors Band

### Social Services

- Ü Health Services
- Ü Counseling Referral Services
- Ü Boy & Girl Scouts
- Ü Clothing Banks

## Mesquite Elementary School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- ü Each year, Mesquite selects three goals for school improvement and focus. During the past two school years, Mesquite students, parents and staff worked collaboratively to achieve all three goals.
- ü Mesquite students consistently participate with community organizations and earn recognition for their contributions to the community.
- ü Mesquite Kindergarten through Third grades Reading First program was recognized by the Arizona Department of Education for significant student improvement and achievement in reading as measured by the DIBELS assessment.
- ü Mesquite School earned a Performing Plus label under Arizona Learns for a second year in a row.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Mesquite Elementary School fosters a community of learners by modeling positive behaviors in every aspect of the school. Mesquite staff members reinforce these incidents of positive behavior in students by catching students doing the 'right thing' as 'Responsible Roadrunners'.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Lisa Marshall	(520) 836-7787
Transportation Policy	Paul Potts	(520) 836-5231
Community Resources	Mario Tijerina	(520) 836-7787
School Nutrition Programs	Germaine Garcia	(520) 836-6694
Parent Organization	Diane Merriman	(520) 836-7787
Student Health/Nurse	Jewell LaVoo	(520) 836-7787

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.